

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Y Gorlan
Tremadog
LL49 9RN**

School Number: 6612110

Date of Inspection: 22 April 2008

by

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Ysgol Y Gorlan was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Y Gorlan took place between 22/04/08 and 24/04/08. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	1
Summary	1
Recommendations	5
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	11
Leadership and management	13
Key Question 5: How effective are leadership and strategic management?	13
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	17
Under 5s	17
Mathematics	20
Design technology	21
Geography	22
Music	23
Physical education	24
School's response to the inspection	25
Appendices	26
1 Basic information about the school	26
2 School data and indicators	26
3 National Curriculum assessments results	27
4 Evidence base of the inspection	28
5 Composition and responsibilities of the inspection team	29

Context

The nature of the provider

1. Ysgol y Gorlan is a bilingual primary school located in the village of Tremadog in Gwynedd. It serves the village and the surrounding area namely, Golan, Cwmystradllyn, Penmorfa, Treflys and Prenteg.
2. Pupils are admitted to school on a part time basis to the nursery class in the September following their third birthday, and full time in the September following their fourth birthday. At the time of the inspection, there were 16 part time nursery children and 106 full time pupils on the school register.
3. Although only around half the pupils come from homes where Welsh is the main language of communication, around 80% of them speak Welsh to first language standards. The area is described by the school, generally, as one that is neither prosperous nor economically disadvantaged but pupils came from varied backgrounds. The percentage of pupils entitled to free school meals (10%) is lower than the county and national averages.
4. Fourteen pupils (13%) have been identified by the school as having additional learning needs.
5. Pupils are taught by five full time teachers, including the headteacher, and one part time teacher. The headteacher has been in post since December 1992 and the school was last inspected in June 2002.
6. This time, the school received a standard inspection.

The school's priorities and targets

7. The school's main priorities for 2007-2008 as noted in the School Development Plan (SDP) are:
 - continue to establish and develop a whole school behavioural strategy;
 - prepare for the implementation of the Foundation Stage;
 - improve the standards and provision in information technology by continuing to ensure an adequate supply and effective use of lap top computers; and
 - continue to develop the link with the high school.

Summary

8. This is a school where the culture of excellence is evident in management and leadership, and in teaching and learning across the school. It offers outstanding care, support and guidance to its pupils.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

Standards

9. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
59%	41%	0%	0%	0%

10. Standards achieved by pupils in lessons are above the Welsh Assembly Government (WAG) all-Wales target for 2010 of 98% to be at least grade 3.
11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making outstanding progress towards the Desirable Outcomes for Children's Learning.
12. Standards achieved by children under five were as follows:

Area of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 1
Creative development	Grade 1	Grade 1

13. Standards achieved in the subjects inspected in KS1 and KS2 were as follows:

Subject	KS1	KS2
Mathematics	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 1
Geography	Grade 1	Grade 1
Music	Grade 1	Grade 1
Physical Education	Grade 1	Grade 1

14. Pupils' standards and progress in the key skills of speaking and listening in Welsh and in their bilingual skills are outstanding throughout the school. Standards in reading and writing across the curriculum are good in key stage (KS) 1 and outstanding by KS2.
15. Pupils in both key stages make effective and regular use of their numeracy and information and communication technology skills (ICT) in different curricular areas.
16. In teacher assessments at the end of KS1 and KS2 over a three year period, almost every pupil who does not have additional learning needs succeeds in reaching the expected levels, and a high percentage in KS2 reach levels above the norm.
17. Every pupil throughout the school achieves his/her learning potential. They have an excellent understanding of what they are doing in different lessons and they show very good awareness of what they need to do to improve their work.
18. Pupils' standards and progress in their personal, social and moral skills, and their learning skills are outstanding. They work enthusiastically and productively making excellent use of their creative skills and their ability to collaborate in solving problems without regular supervision.
19. Pupils' attendance is good and their standard of behaviour is outstanding.

The quality of education and training

20. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
54%	46%	0%	0%	0%

21. These percentages exceeds WAG's all-Wales target for 2010 that requires the quality of teaching to be good or better in 80% of lessons
22. Outstanding features of the teaching include teachers' speciality and their sound and innovative knowledge of the curriculum, detailed lesson planning and sharing the learning objectives and outcomes with the pupils, encouraging pupils to nurture and share their ideas and to come to decisions when solving problems, and providing opportunities for pupils to work independently.
23. Good features of the teaching include the use of a variety of teaching methods that ensure equality of opportunity for every pupil, lively presentations, stimulating experiences and the emphasis on cross-curricular teaching and learning.
24. Assessment arrangements are outstanding. Teachers know their pupils very well; they assess their work thoroughly and use the assessments regularly to plan further work.
25. Annual reports to parents are of good quality and fully meet statutory requirements. Parents appreciate the opportunity to discuss their children's work with the teachers twice a year.
26. The school's curricular provision and the way it responds to the learning needs of the range of pupils is an outstanding feature. The curriculum is broad and balanced; it has been planned thoroughly and thoughtfully and ensures equality of access to every pupil.

27. Innovative teaching and learning is planned following the visit of some of the teachers to China and Lesotho and the links established with these countries. The opportunities arranged for pupils to visit places of educational interest and to take part in a wide range of extra-curricular activities enriches the curriculum outstandingly.
28. The school's provision for promoting pupils' personal development including their spiritual, moral, social and cultural development is outstanding.
29. A strong partnership has been established between the school and the home. Parents regularly receive letters and information leaflets about the school's activities; however, some parents would like to receive more detailed information about the homework that is given and the termly class themes.
30. The society 'Cyfeillion y Gorlan' arranges a large number of activities and raises a substantial amount of money to buy valuable resources to support the curriculum.
31. Excellent partnerships exist with other schools and further education colleges.
32. The school promotes pupils' awareness and knowledge of the world of work and enterprise outstandingly. All those involved in the school are aware of its commitment to promote sustainable development and world wide citizenship through the Green Schools' initiative.
33. The school has set firm foundations for life long learning by providing a range of learning experiences that encourage pupils to take some responsibility for their own learning, and to be enterprising and flexible.
34. The school is an orderly, happy and caring community that has a wide range of procedures that offers pupils outstanding support and guidance. Parents who expressed opinions at the pre-inspection meeting and in response to the questionnaire are very happy with the care and guidance their children receive.
35. The comprehensive Personal and Social Education programme and the class councils and the school council ensure that pupils have regular opportunities to discuss feelings and express opinions.
36. The school has outstanding arrangements for ensuring the pupils' healthy development and their safety and welfare through projects that are part of the 'Healthy School' initiative.
37. The provision for pupils with additional learning needs has outstanding features and the school implements firm policies for promoting equal opportunities and respecting diversity.

Leadership and management

38. The quality of the headteacher's leadership is outstanding. He has a sound vision and a clear philosophy with regards to expectations and methods of implementation and he works extremely effectively with the deputy headteacher and a team of enthusiastic teachers in offering pupils real and practical experiences.
39. The school gives outstanding attention to national priorities and pupils and staff have benefited substantially from the different projects and activities.

40. The headteacher undertakes a leadership role in effective local partnerships and one of the teachers shares good practice by contributing to the county's in-service training courses (INSET) and creating and sharing language resources as a member of a county's working party
41. Governors are supportive of the school and undertake their duties outstandingly ensuring that the school meets all legal requirements. By discussing the school's curricular, managerial and financial priorities, they act effectively as 'critical friends' questioning, challenging decisions and intentions, and seeking more information and evidence.
42. The school's self-evaluation procedures are comprehensive, systematic and based on a wide range of first hand evidence. Excellent use is made of the evidence gathered to identify priorities in the SDP, and to plan and implement strategies that are likely to lead to improvements.
43. The school has made outstanding progress since its last inspection in 2002.
44. The inspection team agreed with the school's judgement in its self-evaluation in six of the seven key questions. A higher grade was awarded to key question 1 since the inspection evidence indicated that the school had not sufficiently considered pupils' outstanding standards of achievement when coming to a judgement.
45. The school has sufficient teaching and support staff and excellent use is made of staff's speciality and interest by exchanging classes to teach some subjects.
46. The emphasis on training and supporting teaching and support staff is an outstanding feature school's management. As well as the training that is offered by the authority, additional training and support has been secured by applying for bursaries from the General Teaching Council. The whole provision is carefully monitored to ensure that it has a positive effect on the standards of teaching and learning.
47. The school has a sound financial strategy and the headteacher, governors and the authority's finance officer collaborate very effectively to ensure the best possible use of human and material resources for the benefit of the pupils. The school provides very good value for money.

Recommendations

In order to improve, the school needs to:

- R1 aim for excellence in standards in mathematics throughout the school; and
- R2. further strengthen the partnership with parents by sharing more detailed information about the programmes of study.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

48. The inspection team's findings do not match the grade 2 given by the school in its self-evaluation report. Although the school's end of key stage results for the last two years are lower than those for similar schools, there is clear evidence that there was a high percentage of pupils with SEN in those years. The number of pupils is also comparatively small which makes comparisons unreliable.

49. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
59%	41%	0%	0%	0%

50. Standards achieved in lessons are above the WAG all-Wales target for 2010 of 98% to be at least grade 3.

51. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making outstanding progress towards the Desirable Outcomes for Children's Learning.

52. Standards achieved by children under five are as follows:

Area of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 1
Creative development	Grade 1	Grade 1

53. Standards achieved in the subjects inspected in KS1 and KS2 were as follows:

Subject	KS1	KS2
Mathematics	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 1
Geography	Grade 1	Grade 1
Music	Grade 1	Grade 1
Physical Education	Grade 1	Grade 1

54. Pupils throughout the school succeed in achieving their targets. Pupils with additional learning needs make good progress educationally and socially. They achieve their targets. Responses to the parents' questionnaire indicate clearly that nearly all of them are happy with the standards achieved by their children.

55. Children under five make outstanding progress in the key skills of listening, speaking, reading and early writing, numeracy, and the use of ICT in a wide range of contexts.

56. In KS1, pupils' standards and progress in the key skills of listening and speaking in Welsh are outstanding. They watch and listen attentively to a range of stimulus and respond freely by speaking confidently articulating with appropriate intonation. They make good use of their reading and writing skills in Welsh when handling information books, reading instructions and writing in a wide range of forms.
57. Key stage 2 pupils' standards and progress in the key skills of listening, speaking, reading and writing in Welsh and English are outstanding. They discuss their work fluently and maturely and express opinions skilfully developing their comments, offering explanations, reasons and arguments. They read and make very effective use of a wide range of information books, dictionaries, thesaurus, the Internet and other documents when researching a range of topics. They record their work neatly and accurately in a range of forms and styles using extended vocabulary.
58. Pupils' bilingual skills are outstanding. Children under five who come from non-Welsh speaking homes learn to speak Welsh very quickly and by KS1, they speak with total confidence and complete Welsh medium tasks regularly. By KS2, pupils use Welsh and English with equal fluency when discussing and recording their work in a number of contexts across the curriculum. In investigations, they use English sources effectively to seek information and then record it correctly in Welsh.
59. Pupils make outstanding progress in their knowledge and understanding of the *Cwricwlwm Cymreig*. From the early years, they are familiar with a wide range of Welsh poetry and literature, and they have an excellent knowledge of their locality, their country, its famous people and its culture.
60. Pupils throughout the school achieve good standards in their numeracy skills across the curriculum. In KS1, pupils count, measure, sort and compare in different contexts. By KS2, they make effective use of their skills in science, history, geography and design technology by handling numbers confidently, making various measurements and gathering and recording various data.
61. Pupils' skills in ICT are good in both key stages. Most pupils use computers easily and confidently and by KS2, they make effective use of the Internet and appropriate programs to reinforce work in various subjects.
62. When comparing the school's results over the last two years with similar schools based on the percentage of pupils receiving free school meals, the school is in the bottom 50%. However, because these cohorts included a high percentage of pupils with additional learning needs, and the number of pupils in the classes was small, the comparison is not reliable.
63. Over a three-year period, in KS1 and KS2, nearly every pupil without additional learning needs reached the expected levels, and a high percentage in KS2 reached levels above the norm.
64. There is no significant difference in the performance of boys and girls over the last three years.
65. Every pupil throughout the school achieves his/her potential in acquiring new knowledge, developing skills and increasing their understanding regularly. They have an excellent understanding of what they are achieving in different lessons

and what they need to do to improve their work. They evaluate their own work and that of others maturely expressing opinion and suggesting improvements. By KS2, they discuss lesson aims and success criteria intelligently showing very good awareness of their targets and their progress in reaching these targets.

66. Pupils' standards and progress in their personal, social, moral and learning skills are outstanding. They show interest in their work, use their time effectively, and work enthusiastically and productively in lessons. They make excellent use of their creative skills and their ability to work in pairs and small groups solving problems without regular supervision.
67. Pupils' behaviour is outstanding. They show respect and empathy to their peers and adults. They welcome a large number of visitors to school, including those with disabilities. They have an excellent awareness of equal opportunity issues and they show respect for diversity in society.
68. Average attendance for the three terms before the inspection was 95%, which is good. Pupils arrive punctually at the beginning of the school day.
69. Pupils' awareness of the world of work and their contribution to life in the community is outstanding. Through their studies in geography and history, pupils in all classes develop a sound knowledge about different jobs and work places in the community. Key stage 2 pupils are involved in a number of projects that provide them with opportunities to collaborate in groups develop ideas, plan, arrange and hold activities that develop their enterprise skills.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

70. The inspection team's findings match the grade given by the school in its self-evaluation report.

71. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
54%	46%	0%	0%	0%

72. These percentages exceeds WAG's all-Wales target for 2010 that requires the quality of teaching to be good or better in 80% of lessons

73. Outstanding features of the teaching include:

- high expectations for every pupil to achieve;
- teachers' speciality and their sound an innovative knowledge of National Curriculum's (NC) programmes of study and the Desirable Outcomes;
- outstanding lesson planning with the expected outcomes, including pupils' learning skills, being presented clearly at the beginning of the lesson and confirmed at the end;
- effective and skilful means of meeting pupils' linguistic needs and promoting their bilingual skills;

- encouraging pupils to nurture and share their ideas and arriving at decisions when solving problems, and
 - develop pupils' independence and provide clear opportunities for them to evaluate their own performance and that of others in order to improve.
74. Good features of the teaching include:
- effective classroom control;
 - a variety of teaching methods which ensure equality of opportunity for every pupil and an opportunity for them to contribute actively to the activities;
 - an emphasis on cross-curricular teaching with the studies intertwined and reinforcing one another;
 - effective use of the interactive white board to support teaching and learning;
 - lively presentations, appropriate pace to the lessons and stimulating experiences arranged for pupils; and
 - good relationships between teachers and pupils and an effective use of praise and commendation.
75. The quality of assessment is outstanding. Teachers undertake accurate and regular assessments that fully meet statutory requirements, including those for pupils with additional learning needs. Teachers know the pupils very well, and use assessments regularly to guide planning and to set appropriate targets.
76. There is an effective method of assessing pupils' progress. Every pupil has an assessment booklet that includes examples of written work thoroughly assessed, and it follows the pupil's career through the school. Effective and purposeful use is made of tests and relevant assessment tasks. In the majority of subjects, examples of work representing different levels of achievement are kept. These ensure consistency in respect of expectations, and teachers' understanding of standards.
77. The bridging arrangements between the school and Ysgol Uwchradd Eifionydd, which includes assessing and moderating pupils' work, strengthens teacher assessment in KS2 and KS3.
78. The quality of marking pupils' work is good. Generally, comments give pupils clear guidance on how they can improve the quality of their work. Pupils are given personal targets that help them to understand the purpose of assessment and motivate them to strive harder. Pupils have a good awareness of their targets and often discuss them with one another and with their teachers.
79. Annual reports to parents are of good quality. As well as comments on pupils' achievements and skills in every subject, they also include comments on their personal and social development. Although some parents feel that the use of computerised comment banks tend to make the reports impersonal, reports meet statutory requirements. Parents appreciate the opportunity they are given twice a year to discuss their children's work with the teachers.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

80. The inspection team's findings match the grade given by the school in its self-evaluation report.
81. The curricular provision and the way that the school responds to pupils' learning needs are outstanding features. The curriculum is broad and balanced, it has been planned thoroughly and thoughtfully and it ensures equal access to all learners.
82. The attention given to the development of pupils' basic and key skills as well as their bilingual skills is outstanding. This is achieved by planning cross-curricular activities that intertwine knowledge acquisition, gain experiences and develop skills effectively. Increasingly within the learning, clear priority is given to nurturing pupils' independence, according to their age and proficiency.
83. Innovative teaching and learning is planned following the visit of some of the teachers to China and Lesotho and the links established with these countries. This first hand knowledge is intertwined into several curricular areas offering pupils broad and rich experiences.
84. The opportunities that are arranged for pupils to visit places of educational interest and the regular and effective use made of the school grounds and similar adjacent sites enrich the curriculum outstandingly. Resident artists, members of the governing body, peripatetic teachers and a number of volunteers from the community are encouraged to contribute to pupils' development in specific ways.
85. Pupils' experiences are effectively enriched through extra-curricular activities that include games, keep fit, Urdd activities and Dragon Sports, and residential visits.
86. The provision for the development of pupils' personal skills, including their spiritual, moral, social and cultural development is outstanding. The requirements of the personal and social education programme, including 'circle time' sessions, have been carefully planned across the school providing pupils with valuable opportunities to discuss, question and come to decisions on matters of importance to them.
87. Pupils' cultural development is outstandingly promoted through planning and implementing regular opportunities to enrich their awareness of the *Cwricwlwm Cymreig*, and through developing their knowledge and understanding of a wide range of other cultures.
88. Acts of collective worship conform to statutory requirements and offer valuable opportunities for pupils to consider and reflect on spiritual and personal issues.
89. The school is very open in its relationships with parents and other members of the community. A very strong relationship exists between the school and the home and the standard and frequency of the communication, including meetings, reports, letters, information leaflets about school activities are good. However, some parents would like to receive more detailed information about the homework that is given and the termly class themes.

90. The society 'Cyfeillion y Gorlan' arranges a large number of activities and raises a substantial amount of money to buy valuable resources to support the curriculum. The school is a key part of the community. These links enrich pupils' educational experiences and their personal development, and prepare them to become responsible members of their community.
91. Partnerships with other schools and further education colleges are outstanding. In service training that is arranged jointly for the catchment's primary teachers leads to better provision and the raising of standards. Effective arrangements exist for the transfer of Y6 pupils to Ysgol Eifionydd. Pupils and students from schools, colleges and a local university come to the school for worthwhile periods of work experience.
92. Pupils' awareness and knowledge of the world of work and their enterprise skills are developed outstandingly through a wide range of relevant curricular activities, visits to specific places, projects such as running a stall in a fair and organising the school's fruit shop.
93. It is ensured that all those involved with the school are aware of its commitment to promote sustainable development and world wide citizenship through the Green Schools initiative. Members of the school council presented the project's aims and objectives to the governors and they have jointly signed the charter. The range and quality of the activities held for the silver award were outstanding.
94. The school has set firm foundations for life long learning by providing a range of learning experiences that encourage pupils to take some responsibility for their own learning, and to be enterprising and flexible.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
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95. The inspection team's findings match the grade given by the school in its self-evaluation report.
96. Pupils are given outstanding care, support and guidance. The school is an extremely orderly, happy and caring community where pupils feel safe and confident they can turn to any member of staff for help or guidance.
97. The headteacher and staff are prepared to meet parents at any time to discuss their children's needs. Parents who expressed opinions at the pre-inspection meeting and in response to the questionnaire are very happy with the care and guidance their children receive.
98. Effective arrangements are in place to ensure that children under five settle quickly in the school including opportunities for them to spend time at school during the preceding term. There are excellent links, both curricular and pastoral, with the secondary school to which pupils will be transferring at the end of Y6. Non- Welsh speaking children who join the school are provided with a place at the Uned Iaith (Welsh Unit) for a term and appropriate follow up support is provided for them when they return to school.
99. Every pupil receives very good support from the teachers, support staff and the older pupils. The 'Bydis Buarth' (Playground Buddies) arrangement, where

every Y6 pupil is responsible for a group of younger pupils, meet them on a weekly basis to discuss aspects of their school life, and keep an eye on them during play time, is outstanding. Teachers respond immediately to any concerns that are expressed by pupils via the 'Blychau Sibrydion' (Whispering Boxes) which are situated in every class.

100. The school's Personal and Social Education programme has been thoroughly mapped out and is presented effectively through acts of collective worship, suitable specific lessons and regular sessions of 'circle time'. Pupils feel confident to discuss feelings and concerns with adults and the school has effective arrangements to contact specialist services and other outside agencies if necessary.
101. The Class Councils and the school council, that meet regularly, ensure that pupils have a voice in the school's development as a community whilst also developing valuable social skills.
102. There are high expectations of all pupils with respect to behaviour through the 'Ysgol Dina' procedures which offer pupils social and emotional training. The strategies, which are used by all the school staff, emphasises pupils' self esteem and pride, and respect for others and their possessions. This is done through praise, drawing regular attention to successes and rewarding pupils. This is an outstanding feature.
103. The school's strategies for ensuring high levels of attendance are successful. Punctuality and attendance are monitored regularly and early and appropriate action is taken as required.
104. There are outstanding arrangements for ensuring the healthy development and safety and welfare of the pupils. By successfully completing the three steps of the Healthy Schools initiative, effective action was taken in respect of a number of projects that focus on healthy eating and promoting fitness. These include the 'Dal i Fynd' club which encourages pupils to walk or run a specific distance regularly, and a fruit shop that is organised and run by the pupils.
105. The headteacher is the nominated person for child protection, and a member of the governing body also has responsibility. All staff are familiar with the school's detailed guidance in this area and are aware of the procedures and how to respond if an issue arose.
106. The school's grounds and building are inspected regularly by the governing body and detailed health and safety risk assessments are carried out in preparation for educational visits and field work.
107. There are outstanding features to the provision for pupils with additional learning needs.
108. The member of the governing body with responsibility for additional learning needs has a good awareness of her role and the school's current situation. She discusses the provision regularly with the co-ordinator.
109. By following detailed and thorough assessment procedures, teachers identify pupils' difficulties early. Appropriate consideration is given to pupils' varied backgrounds and swift and effective action is taken to ensure they receive appropriate, specific support and guidance. Parents' co-operation is ensured in

identifying the need and how it is to be addressed, and in seeking their support with the provision in the home.

110. Teachers prepare appropriate individual education plans for the pupils. These plans include targets and detailed strategies and match very well the needs of individual pupils. The pupils' progress is reviewed with parents termly and new targets are set twice a year.
111. Pupils with additional learning needs are provided with good quality additional support by a support teacher and an assistant. The SENCo, the headteacher, class teachers, the support teacher and the assistants discuss together and collaborate effectively for the benefit of the pupils. Pupils with additional learning needs take part in all aspects of school life and have access to a broad and balanced curriculum as far as possible.
112. The school has detailed policies and clear guidelines for responding to incidents of misbehaviour and they are consistently implemented. The 'Ysgol Dina' procedures and its principles which are active throughout the school provides excellent support to ensure that unacceptable behaviour does not impede their progress and those of others.
113. The school implements firm policies to promote equal opportunities and respect diversity. Through specific lessons jointly delivered with officers of Careers Wales, the school offers excellent provision for raising pupils' awareness of gender equality and challenging stereotyping.
114. Through its close links with schools abroad, the school is very successful in promoting respect for diversity and racial equality.
115. The school has a Disability Equality Scheme and an appropriate action plan. Although the school has not been designated by the local authority to receive pupils with physical disabilities, it is prepared to make any necessary adaptations for any pupil who wishes to enter the school ensuring that pupils with disabilities are not treated less favourably.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

116. The inspection team's findings match the grade given by the school in its self-evaluation report.
117. The quality of the headteacher's leadership is outstanding. He has a sound vision and a clear philosophy with regards to expectations and methods of implementation and succeeds in creating a sense of purpose which promotes high standards and sustains continuous improvement. He works extremely effectively with the deputy headteacher and a team of enthusiastic teachers in offering pupils real and practical experiences.
118. The school has aims, values and firm policies that promote equal opportunities and are reflected in all aspects of school life. Every member of staff and of the governing body have a very good awareness of all the procedures and they

work conscientiously as a team to ensure the school's success and development.

119. The school gives excellent consideration to national priorities and the pupils and staff have benefited significantly from activities that arise from being involved in different projects. The school was visited by an officer from the WAG to observe good practice in delivering the physical education initiative PESS which has been very successful in the school. The three steps of the Healthy Schools initiative have been successfully completed and the school won the Healthy Schools award from the Teaching Awards Trust in 2006. The school has taken part of the scheme 'Darllen Mil o Eiriau (Reading a Thousand Words) sponsored by the Basic Skills Agency and has achieved Basic Skills Agency Quality Mark for the third time, and is working towards the Gold Award of the 'Green School' scheme.
120. Promoting pupils' fitness is given excellent attention and the school pioneered the running scheme 'Dal i Fynd' (Keep Going Club) which has since been adopted by many other schools in the county and has been recognised nationally as an example of good practice.
121. The school is an active member of a number of partnerships including those with the Local Education Authority and schools in the catchment. The headteacher, as the catchment's in-service training (INSET) co-ordinator, regularly leads headteacher's meetings, discusses priorities and arranges staff training and inter-school activities. He also acts as an effective mentor to new headteachers in the county.
122. A member of the school's teaching staff shares good practice in physical education by contributing to the county's INSET courses and creating and sharing language resources as a member of a county's working party. This has a positive effect on the provision and standards in the school.
123. Staff and governors have high expectations with regards to ethos, behaviour and standards. By setting challenging but realistic targets for attendance, pupils' standards of achievement in the core subjects and in bilingual skills, it is ensured that every pupil reaches his/her potential. This is an outstanding feature of the school.
124. There are appropriate arrangements for ensuring teachers' non-contact time for planning, preparation and assessment, and effective arrangements for managing and improving staff performance. There is firm evidence that these procedures provides a clear direction for school development, and improves the quality of teaching and raises standards.
125. Governors are supportive of the school and undertake their duties outstandingly ensuring that the school meets all legal requirements. They have a thorough knowledge of all school procedures and they contribute effectively to the strategic planning.
126. They meet regularly and receive detailed reports from the headteacher and the curriculum and aspect co-ordinators, which provides them with valuable information on every aspect of the school's work. They inspect the building, school grounds and resources regularly undertaking detailed risk assessments and acting promptly on the findings.

127. Governors discuss curricular, managerial and financial priorities regularly. By discussing the self- evaluation report and producing and monitoring the SDP, they contribute effectively as 'critical friends' questioning, challenging decisions and intentions, and seeking more information and evidence. They play an active part in raising standards by observing lessons regularly and reporting back to the rest of the governors.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

128. The inspection team's findings match the grade given by the school in its self-evaluation report.
129. Thorough and effective procedures for monitoring and evaluating the school's standards and provision have been established for a number of years. From the beginning, the school has been innovative in this area and has been featured on a video depicting outstanding practice which was produced to offer guidance to the authority's primary schools.
130. The headteacher and other curriculum co-coordinators have a thorough knowledge and understanding of the school's performance in their areas of responsibility and are committed to raising standards.
131. The school's self-evaluation procedures are comprehensive, systematic and based on a wide range of first hand evidence. Staff collaborate closely in scrutinizing pupils' work, analysing teacher assessment data, presenting and discussing new ideas, and arranging visits by advisers and education officers. Teachers observe one another's lessons regularly in order to evaluate the teaching and learning and share good practice.
132. Following evaluations, thorough and incisive reports are produced indicating clearly the aspects that need further attention. These reports are discussed at staff meetings and every co-ordinator in turn presents them to the governors.
133. Pupils are given valuable opportunities to discuss, express an opinion and contribute to decisions relating to aspects of the school's provision through the Class Councils and the school council. Although parents have the opportunity of expressing an opinion on aspects of school life at parents' evenings and the existing 'open door' policy, there have been no specific attempts to canvass parents' opinions on matters relating to the school's provision through the use of questionnaires.
134. The school makes excellent use of the information gathered through the self-evaluation process to identify issues in the SDP. It is a concise but effective document that clearly identifies the school's main priorities and plans firm strategies that are likely to lead to improvements. It provides detailed information on how the school's financial resources are used to support the priorities. There is firm evidence that the action plans for improvement have a positive effect on standards and on the provision in the school.
135. The self-evaluation report produced by the school for the inspection is clear and comprehensive and provides honest and objective judgements on the seven

key questions. The inspection team agreed with the school's judgement in its self-evaluation in six of the seven key questions. A higher grade was awarded to key question 1 since the inspection evidence indicated that the school had not sufficiently considered pupils' outstanding standards of achievement when coming to a judgement.

136. Detailed attention was given to the key issues noted in the school's last inspection report in 2002 and every objective was accomplished.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
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137. The inspection team's findings match the grade given by the school in its self-evaluation report.
138. The school has sufficient teaching and support staff for its needs. All teachers are very experienced and they have a wide range of qualifications and speciality. Excellent use is made of staff's interest and expertise by exchanging classes for teaching music, physical education, history and religious education.
139. Effective use is made of a part time teacher's expertise and time to teach music in KS1 and various aspects of the curriculum in KS2, during teachers' non-contact time.
140. The nursery assistant and the classroom support assistant undertake their duties well and conscientiously whilst also contributing effectively to school life generally. Appropriate use is made of a student's time to offer additional support for the under-fives during her work experience period in the school. All other ancillary staff undertake their duties effectively and efficiently.
141. An outstanding feature of school management is the emphasis on training and supporting teaching and support staff. All staff benefit greatly from opportunities to share good practice and the regular support provided by the headteacher. The training programme is planned in detail to meet the professional development needs of individuals and the school's priorities for development.
142. Applying for bursaries from the General Teaching Council and making effective use of the grant have secured support and training over and above that which is offered by the authority. The whole provision is carefully monitored to ensure that it has a positive effect on the standards of teaching and learning.
143. The school has an excellent supply of resources for all age groups and across all curricular areas. They are of good quality and accessible to pupils and teachers, and are used effectively. The Parents' Association raises a substantial sum of money every year and this contributes substantially to the quantity and quality of resources.
144. The main school building is in good condition as a consequence of regular maintenance. The classrooms are spacious and fine, particularly the areas for the under-fives and KS1, and the standard of cleanliness is high. Interesting and refined displays of pupils' work creates a stimulating environment.
145. The school grounds are kept tidy and attractive. There are two playgrounds marked for games, an adventure park built with the aid of grants and a

contribution from the Parents' Association, and a secure and appropriate outdoor play area for children under five. Although the playing field is wet for most of the year, full use is made of it during the summer months. The school's car park was extended recently in order to ease parking arrangements and ensure pupils' safety.

146. The school has a sound financial strategy and the headteacher, governors and the authority's finance officer collaborate very effectively to ensure the best possible use of human and material resources for the benefit of the pupils. The school provides very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

147. The quality of the educational provision for the under-fives is appropriate to their needs and the children are making excellent progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

148. Nursery and reception children listen attentively to adult presentations and to the contributions of one another and respond promptly and appropriately to instructions. They concentrate and pay close attention when looking at and listening to a variety of stimulus.
149. They speak with increasing confidence and clarity using extended language. When taking part in a wide range of activities, they make comments, organise what they want to say carefully and use vocabulary that is relevant to the task. They can recite a store of rhymes and simple poems from memory using appropriate inflection to convey meaning.

Good features

150. Nursery children show an interest in books and enjoy looking at pictures and text with an adult, and listening to stories. They can recognise and differentiate between most letters of the alphabet and name the first letter of familiar words. They develop early writing skills effectively by marking and forming letters using a variety of media and in a wide range of different contexts.
151. Reception children recognise many words and phrases in familiar contexts and read their own work and other simple texts correctly. They communicate confidently on paper using symbols and pictures and many of them write using words, phrases and short sentences associated with a familiar pattern.

Personal and social development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

152. Nursery and reception children express and convey their feelings and emotions with ease and maturity. They understand what makes a good friend and show a very good awareness of the need to be caring and considerate of other people's needs and feelings. They have an excellent understanding of the school's and class' expectations in respect of behaviour.
153. Reception children discuss in great detail and show respect for the customs, culture and the needs of people in parts of Africa and China. They develop a feeling of belonging to their own community and show pride and understanding in their Welshness. Nursery children who are learning Welsh develop an understanding and begin to speak the language quickly. By reception year, the children speak Welsh freely and confidently.

Good features

154. In indoor and outdoor activities, nursery and reception children happily play together helping one another and sharing equipment, toys and resources. They persevere with new tasks and concentrate for extended periods.

Mathematical development

Nursery: Grade 2: Good with no important shortcomings

Reception: Grade 2: Good with no important shortcomings

Good features

155. Children develop a firm understanding of number work through participating in a wide range of oral, practical and play activities.
156. Nursery children recognise and name numbers correctly linking the symbol and the sound and counting objects up to 5 with ease. Reception children recognise and count number bonds up to 10 and arrange numbers up to at least 20. When playing in the shop, reception children can recognise every coin up to a £1 and show a good understanding of the value of each coin. They count small sums and give change using pennies.
157. The children discuss and solve simple mathematical problems that arise from practical situations with ease. Nursery children use scales skilfully to compare and arrange fruit and vegetables according to their weight. They have a firm understanding of mathematical terminology such as long and short, large, small and medium, biggest, smallest, heavy and light and use them correctly when discussing their work. Reception children sort, classify, arrange and compare objects in a large number of contexts using correct mathematical language when describing their work.
158. Nursery children recognise and name simple two-dimensional shapes and in the reception class they can name and describe three-dimensional shapes confidently.

Shortcomings

159. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

160. By exploring, enquiring, experimenting and asking questions within a variety of indoor and outdoor experiences, nursery and reception children develop an excellent understanding and knowledge of the world.
161. Nursery and reception children have an outstanding knowledge of their local area. Nursery children discuss where they live and how they travel to school. By the reception class, they know their home address and can draw a simple map of their journey to school. They are familiar with hamlets in the area and can name the mountains in their locality. They can name and describe some natural features and man made features on their maps.
162. The children know that Tremadog village is in Wales and can recognise Wales and other countries on a map of the world. They describe in detail some of the differences between their own area and areas in different parts of the world. They have a very good awareness of the way of life, wild life and the weather in China and a country in the African continent.

Good features

163. Older pupils describe in detail some of the differences between their way of life and the way of life in the first quarter of the last century. In discussions, they refer to a range of historical sources including artefacts, a conversation with an adult recalling her past, books and pictures.
164. They use the computer with increasing confidence, controlling the mouse well when playing games that reinforce their language and mathematical skills.
165. The children plant seeds in the classroom, compare different types of plants and show a good awareness of how to look after them as they grow. They know the main parts of the flower and have rough idea of their function.

Physical development

Nursery : Grade 2: Good with no important shortcomings

Reception: Grade 1: Good with outstanding features

Outstanding features

166. Reception children have a very good understanding of the need to warm up and cool down the body before and after exercise. They identify and describe maturely the effect of physical exercise on their bodies referring to their breath and quickening of their heartbeat and how they appear.
167. They work safely and physically hard in movement sessions distinguishing clearly and definitely between running, walking, skipping, jumping and hopping.

When linking movements, they complete skilful performances making excellent use of space and control of levels, shapes and travel directions.

Good features

168. Nursery and reception children use small equipment such as pencils, paintbrushes, crayons and scissors correctly and use them with increasing control. Reception children show good hand and eye co-ordination when using a small tong to lift objects from a water tub.
169. By playing regularly with large equipment, nursery children develop confidence in climbing and good control when using small cars and bicycles. They move confidently to music and respond well to instructions.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

170. Nursery and reception children are familiar with a wide range of music from Wales and from other countries. They refer freely and naturally to composers such as Schumann and Mozart naming pieces composed by them. They listen carefully to the Carnival of the Animals by Saint-Sans and recognise and name the animals represented in the piece. They use their imagination and creativity very effectively to create movements conveying different parts.
171. By looking carefully at the work of famous artists from Wales and from other parts of the world, reception children, develop an outstanding understanding of colours, lines, pattern and shape and use it effectively when experimenting with their own paintings.

Good features

172. All the children know a wide range of songs and nursery rhymes from memory and sing them tunefully and enthusiastically. They explore and experiment with different musical instruments and develop an awareness and accuracy of rhythm when creating music.
173. They regularly use a wide range of different media when printing, painting and modelling.

Mathematics

Key Stage 1: Grade 2: Good features with no important shortcomings

Key Stage 2: Grade 2: Good features with no important shortcomings

Good features

174. In KS1, the majority of pupils add and subtract numbers which add up to 10 well in mental calculation sessions. A minority of pupils develop this further by calculating adding and subtracting sums with the number 9 in them well.

175. They make effective use of paper and pencil strategies when solving number bond sums that make up 10. More able pupils make more extensive calculations by identifying number bonds within more complex numbers.
176. Pupils recognise and name simple two and three-dimensional shapes confidently.
177. In KS2, younger pupils collect data effectively recording it neatly in a table before creating detailed and accurate graphs. They recognise simple patterns from the data and analyse and discuss them well.
178. Many pupils in KS2 investigate and solve problems confidently and sensibly. They discuss their work in groups and pairs using correct mathematical language.
179. When dealing with shape and measures, pupils estimate and calculate the area of objects skilfully. When solving problems relating to volume, they convert from one unit to the other with ease. Generally, they select the correct unit for recording mass and distance.
180. At the top end of KS2, the majority of pupils have a good grasp of number work. They use a range of paper and pencil calculating methods to solve number problems and a small number can self-correct when they see a mistake in their work.
181. Pupils calculate equivalent fractions confidently, showing a firm understanding of simple fractions.

Shortcomings

182. In both key stages, many of the pupils are not sufficiently swift and confident in undertaking mental calculations.
183. A minority of pupils in KS2 is uncertain of the connection between percentages, fractions and decimals.

Design technology

Key Stage 1: Grade 2: Good features with no important shortcomings

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

184. Pupils in KS2 have an outstanding understanding of the importance of research as part of the design process. They look at a wide range of objects and products and consider numerous different possibilities before undertaking the making process. When designing a bridge that will be strong enough for a specific purpose, they discuss maturely and communicate their ideas knowledgeably, showing firm understanding of mathematical and scientific concepts such as measurements and the features of forces.
185. Pupils at the top end of the school evaluate their products outstandingly. When creating pottery, they seek the opinions of users under a number of sensible headings. They use the information and the data they have collected effectively when commenting on their work and considering adaptations.

186. Year 6 pupils make excellent use of their ICT skills to create procedures to control electrical proportional parts in a lighthouse.

Good features

187. Pupils in both key stages make extensive use of wood, cardboard, paper, plastic, textiles and food. They use different methods to join materials and they have a good awareness of how to strengthen products.
188. Key stage 1 pupils investigate materials well and consider the different features in the design process.
189. They create finger or hand puppets and, before the making process, they research in detail so that they learn about the different types of puppets. In designing, they list features such as parts, materials and the equipment they will need and the majority consider the main making steps as they design well.
190. When designing a small garden, KS1 pupils use their imagination well and consider carefully what materials are required, at times, working totally independently.
191. When designing a package for seed plants, they begin to understand the importance of considering the product's suitability for purpose. They research paper folds in detail and give careful consideration to appropriate finishes.

Shortcomings

192. Pupils in KS1 do not give sufficient consideration to the importance of measuring in the work of recording and designing.

Geography

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

193. Pupils in KS1 and KS2 have outstanding knowledge and understanding of their local area.
194. Following field work around the village, KS1 pupils describe the journey distinguishing sensibly between human and physical features in the area. They know their address and can describe the location of their home in detail using terms such as near, far, left and right, river, road and house with ease. They use symbols and drawings skilfully when making a simple map to show their journey to school.
195. As part of their field work in the town of Porthmadog, KS1 pupils use an ordnance survey map, pictures and photographs confidently. They study different buildings in the town carefully and describe the use made of them. They describe the difference between a town and a village and express a simple opinion on the merits of living in one or the other.
196. Younger pupils in KS2 undertake a comprehensive geographical study when following the journey of river Glaslyn. Whilst visiting different areas on the journey, they take detailed measurements, estimate and calculate distances and gather and record information about the features of the area methodically.

They use the information effectively when making a map of the journey and use a wide range of geographical vocabulary easily and naturally when discussing and asking questions. They investigate, observe and describe maturely people's effect on the environment.

197. Older pupils in KS2 have an excellent knowledge of the capital cities in the United Kingdom and in other parts of Europe. They locate the capitals on an atlas using latitude and longitude and use their geographical investigative skills effectively when arranging an imaginary visit to them. They make very good use of books, maps, aerial photographs and the Internet when doing their investigations and studies.
198. As a result of the effective partnerships established between the school and schools in China and in Lesotho, pupils in both key stages have an excellent knowledge and understanding of the day-to-day life and of the main features of these countries. They describe the landscape of Lesotho and understand the similarities and differences between education and day-to-day life in Lesotho and in Wales.

Good features

199. Pupils in both key stages use geographical terms skilfully and naturally when discussing their work.
200. Key stage 1 pupils can locate Tremadog, Beddgelert, Caernarfon and Ynys Môn easily on a map of North Wales.
201. Key stage 2 pupils form questions and present intelligent arguments for and against a new hospital which is being built in the village.
202. Key stage 2 pupils use four and six figure grid references confidently to find a location on a map. They have good knowledge and understanding of the concept of using scales, key and symbols when making a map. They use the eight points of the compass confidently when describing the location of places.
203. Key stage 2 pupils study in detail an aerial map of Cardiff, asking questions expressing an opinion and offering ideas describing different features intelligently.

Music

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

204. Pupils throughout the school undertake activities relating to performing, composing and evaluating music that intertwine effectively reinforcing the learning.
205. In KS1, pupils sing a wide variety of appropriate songs in tune paying particular attention to diction, phrasing, dynamics and poise to convey meaning.
206. Key stage 2 pupils create a striking performance with a wide repertoire of unison songs and part singing which is increasingly more challenging. They

perform with extreme confidence showing firm control of breathing, poise, tempo and rhythm.

207. Key stage 2 pupils make excellent use of a computer program to compose a piece of music in response to a picture. They discuss, evaluate, adapt and improve their compositions as they progress and succeed well in creating a mood and atmosphere in their compositions.
208. Pupils throughout the school listen attentively to their own music and that of others from a number of different periods, styles and cultures. In KS1, pupils recognise a wide range of music by famous composers and musicians, and name some instruments as they listen to them. They describe the pieces intelligently using appropriate musical terminology.
209. Key stage 2 pupils understand and can explain the difference between classical, folk and popular music. They evaluate pieces intelligently identifying and describing the main features, express an opinion and offer sensible reasons for the choice of some musical elements. They use extended musical language easily and naturally when discussing their work.

Good features

210. Key stage 1 pupils create interesting compositions in response to a stimulus. They choose appropriate instruments for the task and record their work neatly on a graphic score.

Physical education

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

211. In KS1, pupils move purposely paying close attention to quality and accuracy. They use a range of movements confidently showing sound control when jumping, dodging and changing direction.
212. Their standards and progress in ball-handling skills in exercises to develop netball skills are outstanding. They concentrate very well changing direction and speed skilfully when passing and receiving a ball accurately. They move into spaces making effective use of ball skills that are increasingly more challenging.
213. In KS2, pupils perform outstanding gymnastic movements and shapes. They create a series of gymnastic activities effectively showing clear control when changing shape, speed, level and direction precisely and accurately.
214. The majority of the pupils make excellent use of their skills of sending, receiving and travelling with the ball. They learn new skills quickly and use them effectively when practicing. They attack and defend skilfully when practicing their netball skills and adapt their movements as the exercises become increasingly more challenging. They make effective use of these skills when playing a competitive game.
215. Key stage 2 pupils review and evaluate their own performances and of their peers outstandingly showing sound awareness of the expectations. They

discuss the work confidently offering mature ideas on how performances can be improved.

216. Pupils regularly take part in a variety of extra curricular activities including clubs and teams, and this has an excellent effect on the standard of their performance.

Good features

217. Pupils in both key stages work energetically and purposefully in lessons. They have a good awareness of the need for warm up exercises to prepare for activities. They recognise and understand the effect of exercise on the body and know the reasons for this.

218. The majority of the pupils evaluate their own work and that of others maturely. They offer constructive and critical comments and refer easily and naturally to movements such as dodging, stretching and jogging.

219. All pupils know how to lift, move, place and use equipment safely and they show a good awareness of health and safety issues when taking part in activities.

School's response to the inspection

The school always aims to ensure interesting, challenging and enriching opportunities for every pupil in a safe and stimulating environment.

The staff, governors and Cyfeillion y Gorlan collaborate closely to achieve the school's priorities that conform to national and local authority priorities. Every opportunity is taken to develop exciting, innovative projects to stimulate and extend staffs' and pupils' horizons.

Constant attention is given to the challenge of raising the standard of teaching and learning as part of the school's self- evaluation programme and the professional development of staff.

This inspection was seen as an opportunity to receive an impartial opinion on the standards of teaching and learning, together with all the other aspects that form part of the school's ethos and the day-to-day management of the school. It is pleasing to note that the inspectors identified a number of the school's good and outstanding features that confirms the findings of our self-evaluation process and procedures. As a team, we look forward to responding positively to recommendations so that we can give of our best to our pupils and realise our vision.

The headteacher wishes to express his appreciation for the opportunity to be a member of the inspection team as a Nominee. The whole school would also like to thank the inspectors for their amiability and professionalism during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Y Gorlan
School type	Nursery and Primary
Age-range of pupils	3 i 11
Address of school	Tremadog Gwynedd
Postcode	LL49 9RN
Telephone number	01766 512773

Headteacher	Rhys Meredydd Glyn
Date of appointment	December 1992
Chair of governors/ Appropriate authority	Megan Lloyd Williams
Registered inspector	Jean Marshall
Dates of inspection	22 – 24 April 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	14	13	10	16	16	17	20	106

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:19
Pupil: adult (fte) ratio in nursery classes	1:8
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.12

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	88	96	96
Autumn 2007	87	95	95
Spring 2008	96	95	94

Percentage of pupils entitled to free school meals	10
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School			6	50	44
		National		1	10	64	25
Welsh: oracy	Teacher assessment	School				56	44
		National		1	11	64	24
Welsh: reading	Teacher assessment	School		6	6	75	13
		National		2	15	59	23
Welsh: writing	Teacher assessment	School		6	6	75	13
		National		3	19	66	12
Mathematics	Teacher assessment	School		6	6	69	19
		National		2	10	64	23
Science	Teacher assessment	School		6	6	69	19
		National		2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87.5	In Wales	80.6

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		14						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	7						14	57	21
		National				1	1	4	16	48	30
Welsh	Teacher assessment	School	7						7	79	7
		National	1			1	1	4	18	50	25
Mathematics	Teacher assessment	School	7						14	43	36
		National				1	1	3	14	48	33
Science	Teacher assessment	School	7						14	79	0
		National				1		2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	79	In Wales	74

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The school was inspected over a period of two and a half days by a team of three inspectors including a registered inspector, team inspector and a lay inspector

During that period:

- 26 sessions or part-sessions were observed attempting to share the sessions fairly evenly between classes;
- discussions were held with pupils, the headteacher and all staff;
- pupils' knowledge and understanding of the work they had done were investigated;
- inspectors listened to the majority of pupils reading in both languages;
- samples of pupils' work were inspected;
- the school's schemes and policy documents were analysed, including teachers' short and long term planning;
- the method of recording attendance, pupils' records and teachers' assessment notes were examined;
- detailed attention was given the school's budgetary information;
- formal meetings were held with the governors before and after the inspection;
- a pre-inspection meeting was held with parents and there were 18 in attendance; 17 parents' questionnaires and two letters were considered.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall Registered Inspector	Context Summary and recommendations Key questions 1, 5, 6 and 7. Children under five, geography and music.
Tony Bate Team inspector	Key questions 2, 3 and 4. Mathematics, design technology, physical education.
William Owen Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Rhys Glyn Nominee	Contributions to all team discussions.

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.

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